



SUMMIT DRIVE ELEMENTARY

424 Summit Drive
Greenville, South Carolina

Grades	PK-5 Elementary School	
Enrollment	369 Students	
Principal	Megan D. Mitchell-Hoefer	864-355-8800
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Good	Good
2008	Average	Below Average
2007	Average	At-Risk
2006	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

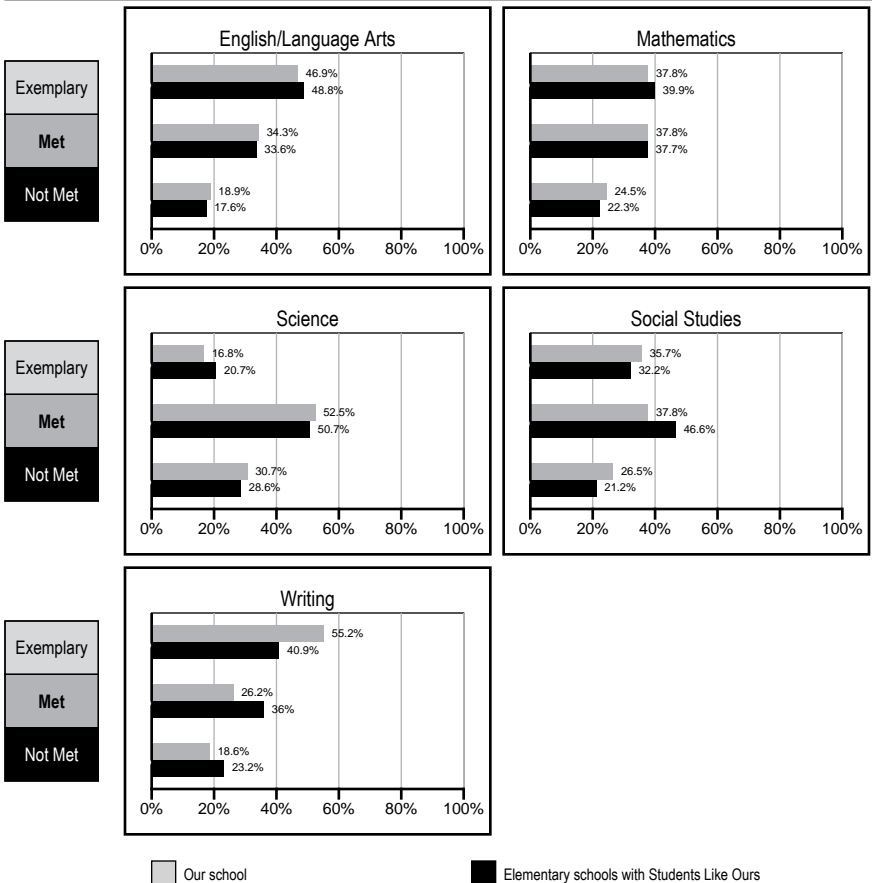
94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
27	34	30	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=369)				
First graders who attended full-day kindergarten	97.0%	Down from 100.0%	100.0%	100.0%
Retention rate	0.8%	Down from 2.0%	1.2%	1.2%
Attendance rate	96.8%	Down from 97.2%	96.3%	96.1%
Eligible for gifted and talented	21.7%	Up from 20.2%	17.0%	11.7%
With disabilities other than speech	8.2%	Down from 10.9%	7.2%	8.0%
Older than usual for grade	0.7%	Down from 1.0%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.0%	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	69.2%	Up from 61.3%	62.5%	60.5%
Continuing contract teachers	96.2%	Up from 87.1%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	94.4%	Down from 95.3%	89.7%	87.0%
Teacher attendance rate	96.6%	Up from 95.9%	95.6%	95.4%
Average teacher salary*	\$50,144	Down 0.6%	\$48,190	\$47,288
Professional development days/teacher	5.9 days	Down from 7.7 days	10.9 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 16.6 to 1	20.0 to 1	19.2 to 1
Prime instructional time	93.2%	Up from 92.6%	91.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.1%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,592	Down 0.4%	\$7,022	\$7,548
Percent of expenditures for instruction**	66.6%	Up from 66.2%	69.0%	68.7%
Percent of expenditures for teacher salaries**	64.8%	Up from 60.1%	66.3%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Summit Drive Elementary School is a true neighborhood school located in the city of Greenville, South Carolina. The facility has been rebuilt and is nine years old. The school's design lends itself to organized grade levels on separate halls, but also the ability to access classrooms quickly. We pride ourselves on knowing all of our children personally, as well as parents and the community. We believe all students can learn and that "Every Student is a Star." Our mission is to encourage continuous learning and increase student achievement, while encouraging our students to become life-long learners and responsible citizens.

Our instructional organizational priorities include increasing student achievement in English language arts, math, science and social studies. We continue to have a stellar science lab staffed by an instructional assistant where science standards are taught through fun and exciting hands-on exercised. We aim to always improve communication with parents, outside agencies and organizations to yield more involvement and participation in the school. Our curriculum structure is established using Thinking Maps, Write from the Beginning and Writer's Handbook; 4 Blocks, Quality Tools Continuous Improvement, Learning Focused, and Calendar Math. These are a few consistent curriculum programs we use throughout the school.

Lastly, Summit Drive strives to improve and accomplishment goals established by the faculty and staff. Adequate yearly progress was met in 2009 and we were the recipient of the State Silver Award for achievement. We received a Green Project grant along with a Metropolitan Arts Council grant for a residency program and received Writing Exemplary status in 2010 by the State Department of Education.

We are a school that prides itself on providing a caring, nurturing and safe environment.

SIC Chair: Mary Miller
Principal: Megan D. Mitchell-Hoefer

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	45	27
Percent satisfied with learning environment	95.8%	95.5%	88.9%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	95.6%	96.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 15 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	162	99.4	18.8	34.9	46.3	87.2	84.7	83.5	Yes	Yes
Gender										
Male	80	98.8	22.1	39	39	84.4	81.3	80.1	N/A	N/A
Female	82	100	15.3	30.6	54.2	90.3	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	90	98.9	9.2	31	59.8	94.3	90	89.6	Yes	Yes
African American	48	100	33.3	43.6	23.1	76.9	73.4	74.6	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	21	100	35	35	30	75	78.4	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	89.7	85.1	I/S	I/S
Disability Status										
Disabled	29	96.6	34.6	42.3	23.1	69.2	53.3	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	38.9	38.9	22.2	72.2	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	85	100	28.4	41.9	29.7	79.7	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	162	100	24.2	38.9	36.9	88.6	82	80.4	Yes	Yes
Gender										
Male	80	100	26	39	35.1	87	80.5	78.4	N/A	N/A
Female	82	100	22.2	38.9	38.9	90.3	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	90	100	14.9	34.5	50.6	93.1	87.7	87.8	Yes	Yes
African American	48	100	43.6	38.5	17.9	82.1	68.4	69.3	I/S	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	21	100	30	55	15	80	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	79.5	83.2	I/S	I/S
Disability Status										
Disabled	29	100	46.2	26.9	26.9	76.9	46.1	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	33.3	55.6	11.1	77.8	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	85	100	31.1	48.6	20.3	83.8	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	115	99.1	30.8	51.9	17.3	69.2	70.6	67.3
Gender								
Male	60	98.3	30.4	46.4	23.2	69.6	70.1	66.9
Female	55	100	31.3	58.3	10.4	68.8	71.1	67.7
Racial/Ethnic Group								
White	64	98.4	16.4	57.4	26.2	83.6	80.2	79.6
African American	38	100	48.4	45.2	6.5	51.6	50.4	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.4	84.4
Hispanic	13	100	N/A	N/A	N/A	41.7	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	23	95.7	57.9	26.3	15.8	42.1	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	60.6	58.6
Socio-Economic Status								
Subsidized meals	60	98.3	45.1	47.1	7.8	54.9	57.1	55.4

Social Studies								
All Students	110	98.2	26.3	38.4	35.4	73.7	73.2	70.9
Gender								
Male	45	95.6	29.3	31.7	39	70.7	72.8	70.1
Female	65	100	24.1	43.1	32.8	75.9	73.7	71.7
Racial/Ethnic Group								
White	60	98.3	10.7	39.3	50	89.3	79.8	79.2
African American	31	100	44	40	16	56	57.9	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	16	100	56.3	25	18.8	43.8	67.8	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	69.8	71.2
Disability Status								
Disabled	18	88.9	35.7	50	14.3	64.3	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	13	92.3	69.2	15.4	15.4	30.8	69	68
Socio-Economic Status								
Subsidized meals	61	100	42.6	33.3	24.1	57.4	61.6	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	162	95.7	18.6	26.2	55.2	81.4	74	72.1	96.8	96.2
Gender										
Male	81	92.6	22.2	31.9	45.8	77.8	67.2	65.2	96.6	96.2
Female	81	98.8	15.1	20.5	64.4	84.9	81.1	79.2	97.1	96.3
Racial/Ethnic Group										
White	90	94.4	12	20.5	67.5	88	81.6	80.8	97.1	96.1
African American	47	97.9	25.6	38.5	35.9	74.4	58.6	59.7	96.6	96.2
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.8	87	95.7	97.5
Hispanic	22	100	33.3	28.6	38.1	66.7	63.1	64.6	96.7	96.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.7	73.4	96.4	94.8
Disability Status										
Disabled	30	76.7	54.5	13.6	31.8	45.5	29.5	27.7	96.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	18	94.4	38.9	33.3	27.8	61.1	62.9	63.7	96.9	97
Socio-Economic Status										
Subsidized meals	82	97.6	32.4	31	36.6	67.6	61.1	61.9	96.5	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	52	100	19.6	15.7	64.7	80.4
	4	53	100	25	26.9	48.1	75
	5	58	100	19	31	50	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	97.9	11.6	27.9	60.5	88.4
	4	63	100	17.5	35.1	47.4	82.5
	5	52	100	26.5	40.8	32.7	73.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	52	100	29.4	23.5	47.1	70.6
	4	53	100	13.5	55.8	30.8	86.5
	5	58	100	15.5	53.4	31	84.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	100	20.9	32.6	46.5	79.1
	4	63	100	29.8	31.6	38.6	70.2
	5	52	100	20.4	53.1	26.5	79.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	25	100	44	40	16	56
	4	52	100	25.5	49	25.5	74.5
	5	31	100	9.7	58.1	32.3	90.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	25	96	23.8	42.9	33.3	76.2
	4	63	100	33.3	54.4	12.3	66.7
	5	27	100	30.8	53.8	15.4	69.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	27	100	11.5	38.5	50	88.5
	4	53	100	9.6	55.8	34.6	90.4
	5	28	100	14.3	50	35.7	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	22	95.5	25	25	50	75
	4	63	100	24.6	47.4	28.1	75.4
	5	25	96	31.8	27.3	40.9	68.2
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	55	98.2	24	12	64	76
	4	55	96.4	31.4	31.4	37.3	68.6
	5	60	90	15.1	34	50.9	84.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	45	93.3	10	25	65	90
	4	64	96.9	26.3	17.5	56.1	73.7
	5	53	96.2	16.7	37.5	45.8	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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